DOCUMENT RESUME

ED 206 831 CE 029 909

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TITLE Updating and Upgrading Occupational Instructors; A Process Handbook.
INSTITUTION San Jose Community Coll. District, Calif.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.; Office of Education (DHEW), Washington, D.C.
PUB DATE Jul 81
CONTRACT 43-69658-3-0-553
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; *Faculty Development; Inservice Teacher Education; Models; *Observation; Secondary School Teachers; *Summer Programs; *Teacher Improvement; Technological Advancement; Vocational Education; *Vocational Education Teachers; *Work Experience

ABSTRACT

This handbook describes a process and provides material for supporting instructor update/upgrade activities in any occupational field at both secondary and college levels. Examples and outlines tend to have a trade-technical orientation because a vocational education project developed the model. Section 1 overviews the update/upgrade activity and four key components in the six-week work/observation package: four weeks of full-time work/observation in industry setting, two weeks of full-time curriculum development/modification or materials development, supplemental salary for instructor, and funds for development of materials. Sections 2-6 focus on five phases in the process: (1) identify rapidly changing technology, (2) arrange for instructor participation, (3) obtain commitment from companies for work/observation sites, (4) work/observation experience, and (5) curriculum development. Each section contains a general discussion followed by samples, checklists, forms, and activities. These include checklist for selecting staff for upgrading, sample school board policy on credit for non-academic experience, agreement between project and participating instructor, list of educator input and company benefits, site evaluation, instructor/company upgrade work agreement, activities for educators in worksite assignments, instructor task and skill assessment, and suggested activities for curriculum modification/development. Section 7 suggests two references on updating and upgrading. (YLB)

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UPDATING AND UPGRADING OCCUPATIONAL INSTRUCTORS

A PROCESS HANDBOOK

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PART OF A PROJECT
TO
UPDATE AND UPGRADE OCCUPATIONAL INSTRUCTORS IN THE
TRADE AND TECHNICAL FIELD

JULY 1981

CE 029 909

FUNDING INFORMATION

Project Title:	Update and Upgrade Occupational Instructors in the Trade and Technical Field
Contract No.:	43-69658-3-0-553
Educational Act Under Which the Funds were Administered:	Vocational Education Amendments of 1976, Title II, Subpart 3 (P.L. 94-482)
Source of Contract:	Chancellor's Office College Services Unit California Community Colleges 1238 "S" Street Sacramento, CA 95814
Contractor:	San Jose Community College District San Jose City College 2100 Moorpark Avenue San Jose, CA 95128
Project Director & District Project Supervisor:	Dr. Greg S. Ohanneson Assistant Dean of Occupational Education
Disclaimer Statement:	"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

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SECTION ONE

INTRODUCTION AND NEED

A. Need

In any given year there are some occupational instructors in any public school setting who can benefit from participation in an update/upgrade experience. A large number of community college instructors have been engaged in classroom teaching for periods in excess of 10 years. In every occupation the technical language, equipment and techniques are continually changing and evolving. Some occupations (e.g. electronics) are changing very rapidly. New occupational specialties are constantly emerging (e.g. solar technology from air conditioning; word processing from secretarial science). Therefore, there appears to be some need for a local education agency to have an incentive process for generating business/industry oriented update/upgrade activities of selected occupational instructors.

The state funded vocational education project which led to the development of this handbook was focused on the upgrading of trade-technical instructors. Therefore, examples and outlines will tend to have a trade-technical orientation. However, with minor modifications, the process described and materials provided can be used to support instructor update/upgrade activities in any occupational field, at both secondary and college levels.

B. Overview and Objectives

The primary and measurable objective of any industry based update/ upgrade activity for instructors is the development of new curriculum, modification of existing curriculum, or the preparation of instructional aids which are based on an extensive and indepth industry based experience. The model developed at San Jose City College included the following key items and options.

- Engage in approximately four weeks (20 days) of full time (30-40 hours per week) work or work-observation in an industry setting related to the instructor's teaching field.

- Spend approximately two weeks (10 days) of full time (60 hours total) devoted to curriculum development/modification/audio-visuals audio visual generation; utilizing the knowledge and practical experience gained during the prior four week industry activity.

- Provide supplemental salary to ensure that the instructor will "earn" an amount equal to a regular summer salary.

- Provide funds for development of audio visual materials and student handouts.

C. The Work/Observation Experience

The six week package (four weeks of industry activity and two weeks of curriculum activity) approximates the total number of days in a regular summer instructional session. Lesser or greater time commitments do not appear to be as optimum. For example, a four week total update package (1) doesn't utilize enough of the summer vacation time available; (2) may not compensate teacher sufficiently

well to compete with possible earnings from casual summer jobs in industry; (3) may reduce the industry experience to a total time too short to produce significant curriculum change. On the other hand, an eight week update package (1) may take up too much of the available summer vacation time and, therefore, turn away some instructors; and (2) result in instructor "burn-out".

Work site options can include the following:

- Paid work with a single company learning and performing one major new activity (e.g., solar installation, electronics drafting).
- Work observation, for several days each, in several company settings as paid "observer".
- Example: An automotive instructor spent five days each at (a) General Motors Training Center, (b) Plymouth Repair, (c) Buick Repair, and (d) two auto electric repair shops as a "paid observer".
- Example: An electronics assembly instructor spent two days each at 10 different electronics firms as a "paid observer".
- Pay for substitutes to permit instructors to attend industry trade seminars and company schools during the regular school year. (This option will not be discussed further in this handbook).

D. Curriculum Modification/Materials Development

Curriculum revision should be product oriented. Based on a rule of thumb of "one hour of development time for one hour of instruction time", the 60 hours of curriculum work should impinge on approximately 60 hours of student classroom time (lecture and laboratory).

E. Budget Considerations

The extensive, in-depth upgrade experience requires a high level of commitment on the part of the instructor. It is very easy for an instructor to not make this commitment. The instructor may need summer income and be very reluctant to engage in the upgrade project without some guarantee of remuneration. Other instructors place a high value on their vacation time and will be unwilling to commit the entire summer as a "volunteer".

Finally, some instructors may feel very uncertain of their current job skills in the actual marketplace. This insecurity will tend to prevent them from involvement in the upgrade activities described. A salary incentive helps to make this activity an "offer they can't refuse".

A typical summer update/upgrade budget for an instructor is given below.

- Six weeks of salary equivalent to a maximum summer teaching load: 16 hours/week x 6 weeks @ $20	$1,920
- Graphic Artist: 30 hours @ $10	300
- Media Materials:	100
Total Estimated Cost	$2,320

If the industry experience is that of paid work, the salary supplement to the instructor can be reduced accordingly. However, a majority of San Jose Community College District instructors indicated a preference to participate as a paid observer in this type of an update activity. Additional discussion will be devoted to the advantages and disadvantages of the instructor as a paid employee and as a paid observer.

F. VEA Funding

It is possible to utilize VEA Subpart 3 allocations to support instructor inservice and upgrade activities. Subpart 3 of the Federal Vocational Act makes specific provision for funds for Vocational Personnel Training. Those personnel training funds are intended to improve vocational education programs by inservice training of vocational teachers---to improve quality of instruction of all vocational education programs/services. Therefore, the special upgrade activities described in this handbook are acceptable activities for VEA Subpart 3 funds support. National priority Subpart 2 and 4 funds may also be used for curriculum development activities.[1] However, it is important that the district vocational coordinator should obtain initial approval for this type of expenditure from a state regional vocational supervisor.

From time to time as the upgrade project develops, the district vocational coordinator will need to provide a brief summary of the upgrade project and its activities. Item I-G (page 7) is a suggested abstract which can be used for informing various district personnel about the project.

The district vocational director (project coordinator) must engage in considerable advance planning for this type of upgrade project. VEA funds for the project must be budgeted reasonably early in the fiscal year - generally for the following summer. Instructors who can benefit from and desire to participate in an upgrade experience must be identified early in the life of the project. Industry

[1]Source: Resource Guide for Vocational Education, Utilization and Documentation of Federal Funds; Sacramento, California; 1981; pp 39, 49, 50, 53, 60-63.

participants must be contacted and committed to the project. During the instructors' work/observation phase, the director should plan to make periodic visits with the instructor at the work/observation site. This phase of the project will be discussed more fully later in this handbook. Item I-H (page 8) gives a possible calendar of activities for the project coordinator.

I-G

ABSTRACT OF PROJECT

Some vocational instructors need to update and upgrade skills in their respective fields. Needs criteria have been developed to help identify (1) rapidly changing technology and (2) to assist those instructors who can benefit from an upgrade experience. A San Jose City College upgrade project also established a need for supplementary financial support for this work/observation update experience.

Trade-Tech instructors will be identified and encouraged to place themselves into related industry settings during the summer break. Each instructor will spend approximately 20 working days at one or more industry worksites. Instructors will be encouraged to arrange for temporary summer employment. Project funds will supplement their occupational salary and raise it, if necessary, to their standard summer teaching rate. However, non-paid work observation is one of several acceptable alternatives.

Following the four weeks of work or observation experience, each instructor will devote ten working days to the modification/development of related college curricula in their discipline. Material developed can include updated curriculum, A.V. materials, student handouts, special problems/ projects, and self-pacing student learning modules.

Program advisory committees will be utilized to help recommend and select appropriate visitation sites and to review the curriculum materials developed.

I-H

PROJECT COORDINATOR - CALENDAR OF ACTIVITIES

		Indicate if Completed
July 1 - August 30:	Make a commitment to utilize VEA subpart 3 funds for staff development. Obtain OK from a regional/vocational supervisor. Establish budget for (1) certificated summer non-instruction, (2) classified graphic artist, (3) instructional supplies.	___
September 1 - October 30:	Circulate description of upgrade project to instructors. Identify possible upgrade participants. Obtain preliminary commitment from instructor(s).	___
October 1 - December 30:	In cooperation with participating instructor(s), hold or meet with program advisory committee at least once to discuss project. Schedule additional meetings to meet needs.	___
January 1 - May 30:	Work closely with participating instructor to develop suitable cooperating industry work/observation sites. Develop and complete formal District contracts with instructors and classified support. Assure clerical and graphic artist support for instructor's curriculum modification effort in August.	___
June 1 - July 30:	Conduct upgrade training. Visit each cooperating work/observation site at least once to assess the instructor's upgrade experience.	___
August 1 - August 30:	Modify curriculum, prepare audio visual. Evaluate program.	___

SECTION TWO

PROCEDURES FOR IDENTIFYING RAPIDLY CHANGING TECHNOLOGY IN THE FIELD

A. GENERAL DISCUSSION[1]

The following factors, singularly and in combination, affect the emergence of new occupations and change existing ones:

1. Demographic, social, and environmental changes
2. Technological changes and advancements
3. New legislation and government funding

The vocational educator seeking to identify new, developing and changing technology should be aware of the effect of these factors on her/his field of training.

The following sources should be used regularly to provide information on employment trends, government legislation and funding, technological breakthrough, new jobs and social, environmental and demographic trends starting to emerge.

- Newspapers
  - Watch the want ad section for clues on new job titles starting to emerge.
  - Check the local business section to determine which industries/companies are gaining new technological developments, etc.

[1] For an extensive discussion of this topic, refer to the "Handbook for Developing Competency Based Curricula for New and Emerging Occupations", Community College Chancellor's Office and the State Department of Education, June 1980, (a VEA Subpart 3 project).

- Industry/Occupational periodicals. Subscribe to and glance through occupationally related periodicals to help identify recent changes in the field.
- Program advisory committees. Local advisory committees are a very good source of information on industry/occupational changes. Advisory committee members should be asked to provide information about changing job requirements on a regular basis. Item II-B (page 11) provides a list of questions which can be asked to advisory committees to obtain this type of information.
- Individual Vocational Educator contacts with business and industry.
- Chamber of Commerce.
- City/county planning departments.
- Local industrial development agencies.

Vocational instructors can obtain information about job changes by frequent short visits with their contacts and colleagues in local companies. Item II-C (page 12) gives a list of questions which vocational managers and instructors can ask themselves to help them judge how effectively they are utilizing their general industry contacts.

QUESTIONS FOR ADVISORY COMMITTEES

The following list of questions can be submitted to your local advisory committee. They will help you to obtain information from them about significant job changes and occupational trends.

1. Identify emerging and rapidly changing occupations.
2. Interpret the impact of related new developments in business and industry.
3. Identify political, social and economic trends which might stimulate change in existing occupations or indicate the emergence of new specialties in old ones.
4. Recommend the names of related innovative industrial magazines.
5. Recommend innovative industrial associations.
6. Help identify the key tasks and duties of an emerging or changing occupation.
7. Help identify the knowledge, skills and attitudes needed in an emerging or changing occupation.

SELF QUESTIONS FOR VOCATIONAL EDUCATORS

These self questions are intended to help individual vocational educators determine if they are effectively obtaining information about related, emerging and changing occupations as a part of their day-to-day activities. Do you:

- Maintain liaison with local business, industry, government agencies and union representatives on a regular basis?
- Make periodic industrial visitations to ascertain current employment levels, projected replacement needs and the number of individuals being prepared for occupations through in-plant training?
- Find out about new technology, products, and experimentations with new equipment and materials that might affect the emergence of new occupations?
- Monitor technological, political, economic, and sociological trends starting to emerge?
- Join and become actively involved in professional associations? (Vocational conventions can be an excellent source of information on new and emerging occupations).
- Discuss the implications of industrial trends, new products, equipment, and materials discovered with other staff at departmental meetings?
- Identify and contact related industries that are establishing or increasing operations in the local area?
- Search through other school catalogues to find out about new courses being implemented? These new course offerings might be indicative of new occupations.
- Keep in touch with educational publishers to discover new developments in their field?
- Obtain input from part-time evening instructors who are also currently working in related industry fields?

SECTION THREE

ARRANGE FOR INSTRUCTOR PARTICIPATION

A. General Discussion

Vocational educators should maintain a continuous and close relationship with the industry/occupation they are serving in order to help themselves and to keep their instruction current. One recognition of the need for this industry relationship is the State Education Code which establishes credentialing requirements for new vocational teachers: (1) two to six years of related, non-teaching work experience and (2) a requirement that at least one year of that work experience be within the last three years.

Another indication of the importance of maintaining continued industry contacts is the historic emphasis placed on occupational advisory committees by vocational teacher trainers, legislators, managers and instructors. However, advisory committees do not provide the vocational educator with active work site experience. Neither do such typical educator activities as supplementary course work, conferences, and periodical literature.

Occasionally some vocational instructors seem to have difficulty in maintaining close industry contacts, even though there are a variety of ways of achieving these contacts. For example, many instructors regularly engage in related summer work or in part-time industry consulting, in part as a means of remaining current in the field. Others deliberately serve as part-time vocational work experience coordinators as a means of maintaining continuous contacts within industry. In rapidly changing technologies (e.g., electronics) or in emerging occupations (e.g. solar) close and frequent industry contact is of particular importance because the "state of the art" is changing so rapidly.

Several negative conditions may occur when a regular, contract instructor does not maintain frequent, periodic contact with the local trade or technology. A decrease in student enrollment may occur if the student "grapevine" suggests that the instructor doesn't know the trade. For the same reason, dropout or withdrawal rates may be high because enrolled students quickly make a judgement of the trade relevancy of the teacher's instruction. An older instructor may be "out of sync" with younger instructors with more recent field experience--course content may begin to vary widely among instructors. Sometimes a formal determination of an instructor's amount or type of recent industry experience can be made. Item III-B (page 16) provides a convenient check list to help vocational instructors and managers to determine the possible need for instructor update.

Professional pride and periodic vocational program evaluations may provide sufficient incentive for instructors to remain current. An important additional incentive for vocational instructors to engage in a structured work/observation can be a salary increase by means of advancement on the salary schedule. Vocational managers and instructors should work diligently for district recognition that vocational instructors should be able to obtain salary credits for non-academic experience. For vocational instructors, periodic renewal of their industry work experience is surely as important and valuable to their professional advancement as the completion of college education courses. District recognition of the value of a vocational instructor's non-academic experience may appear as a section in the District Board Policy. Item III-C (page 17) provides a sample of such a district policy. Item III-D (page 18) provides a sample of the type of proposal which can be developed, by/for an instructor based on a structured work/observation experience (such as the one being advocated in this handbook); and which can be submitted to a district Professional Recognition Committee or other appropriate district unit.

In addition to the major objective of curriculum modification, the work/observation experience can provide the participating instructor and the vocational program with many other benefits. Practically all of these arise out of the instructor's active and demonstrable interest in helping to serve and wanting to work with the local industry. A list of some of these benefits is provided in Item III-E (page 19).

Instructor commitment to the work/observation experience should be obtained in the Fall for the following summer. Although a Fall commitment may seem premature, there are good reasons to do so. Many instructors begin to make their summer plans early in the spring--for vacations, for teaching summer school, for summer jobs. Summer teaching schedules are frequently confirmed in January.

If the instructor is planning on a summer trade/technical job, that job can be developed into an upgrade experience. However, the complications and added commitment for curriculum modifications must be considered and resolved between the instructor, the project coordinator and the work site manager.

In order to begin to resolve all these questions, completion of a provisional agreement by the instructor for the work/observation project is strongly suggested. Item III-F (page 20) is a sample of such an agreement. It establishes the ground rules, project support and financial details of the project. Similarly, Item III-G (page 21), a calendar of instructor activities listing and describing important dates and deadlines, can be used as an attachment to the agreement with the instructor.

At this point in the project, with the assurance of instructor participation, processes can be initiated which will develop the support and participation of companies with prospective worksites.

III-B

CHECKLIST TO IDENTIFY STAFF

WHO CAN BENEFIT FROM A WORKSITE UPGRADE ASSIGNMENT

	Yes	No
If your answer is YES to any of the following questions, you may be able to benefit from participation in a worksite upgrade project.		
1. Are you teaching in a rapidly changing occupational field (e.g., electronics)?	___	___
2. Are you affiliated with an emerging occupation (e.g. electronics drafting (from drafting) solar technology (from construction, air conditioning)?	___	___
3. Are you experiencing decreasing student enrollments in your courses/program?	___	___
4. Are you experiencing an increasing or relatively high student dropout or withdrawal?	___	___
5. Can you utilize the worksite experience and curriculum modification to obtain placement credit on the salary schedule?	___	___
If your answer is NO to most of the following questions, you may be able to benefit from a worksite upgrade project.		
6. Have you held or participated in a program advisory committee within the last year?	___	___
7. Have you engaged in related part-time or summer non-teaching work experience within the last three years?	___	___
8. Have you served as an industry consultant for sub-contractors within the last three years?	___	___

III-C

BOARD POLICY - SAMPLE

Credit for Non-Academic Experience

Full-time instructors may apply to have non-academic experience relevant to their effectiveness as an instructor evaluated for placement credit on the salary schedule.

The instructor, in order to assure credit, shall seek approval prior to the experience.

A maximum of six unit equivalents may be credited toward any single lane move. To receive credit for approved, non-academic experience, the instructor shall submit a written report of the work completed and its relevant value, including written certification on forms provided by the District. Such experience shall be credited according to established Evaluation Committee procedures.

III-D

CREDIT FOR NON-ACADEMIC EXPERIENCE

SAMPLE MEMO

DATE:

TO: College Professional Recognition Committee

FROM: (Project Coordinator)

SUBJECT: Credit for Non-academic Experience--
Professional Recognition Committee

Refer to: 1. Board Policy No. _____
2. Instructors in the Trade and Technical Field

Special Federal vocational funds have been made available to Update and Upgrade Occupational Instructors in the Trade and Technical Field. I will be the director of this project.

On behalf of participating instructors (names), I am requesting that the Professional Recognition Committee consider their forthcoming non-academic experience for placement credit on the salary schedule.

- Each instructor will be involved in approximately 120 hours of (partially) reimbursed work and observation in related industry settings during June/July.
- Each instructor has committed to an additional 60 hours of curriculum development/modification during August.
- The project will pay supplementary salaries to these instructors up to the equivalent of their summer salary rate. (e.g. neither instructor will be on District time or paid by District funds.)
- The project has support funds available (clerical, graphic artist, media supplies) to each participant for curriculum development or modification of curriculum (e.g. development of self-pacing materials) or curriculum improvement (e.g. supporting AV materials).
- Appropriate vocational Advisory Committees will participate in the project. They will help select appropriate sites and review curriculum materials developed by participants.
- The instructors will make preliminary visits as necessary to prospective sites to establish their willingness and appropriateness to participate as work/observation sites.

Enclosure

III-E

PROGRAM BENEFITS FROM INDUSTRY WHICH MAY RESULT FROM THE WORK/OBSERVATION EXPERIENCE

- Coop work placements for students
- Placement referrals for program completers
- Equipment donations
- Donations of useful professional publications and references
- Samples of work done
- Specifications of various company jobs
- Samples of related company training materials
- Unique supplies - scrap metal, etc.
- Industry reference manuals
- Company employee enrollment in continuing education courses
- General promotion of the training program within local industry
- Sites for field trips
- Speakers from industry
- New and active advisory committee members

III-F

AGREEMENT BETWEEN UPGRADE PROJECT AND PARTICIPATING INSTRUCTOR

DATE:

TO: (Participating Instructor)

FROM: (Upgrade Project Coordinator)

SUBJECT: Summer Upgrade Training or Occupational Instructors - Agreement

This memo confirms our discussion of last week regarding this project. Subject to final information, we agreed on the following items and steps:

1. You will seek summer employment or work observation for approximately four weeks with a firm which emphasizes technology appropriate to your teaching field.
2. We both will work with our _____Technology Advisory Committee, as necessary, to (a) obtain possible employment contacts and (b) to describe our project and seek additional comment and input.
3. Subject to the salary you receive from the firm(s) for this four week period, the project will supplement your salary up to your current summer instruction maximum for four weeks.
4. You are making an additional commitment to this project of ten working days (60 hours) in August at a calculated supplemental salary paid for by the project. During this period, you will develop new _____ curriculum or revise, rework, modify or improve existing _____ curriculum. Revision of existing curriculum is dependent on the type of summer work in which you will be engaged, and the course to be revised will be specified at a later date.
5. In addition to your salary as specified above, the project has approved support funds for your revision efforts in the following amounts:

Clerical:	22 hours @ $5	$110
Graphic Artist:	25 hours @ $9	225
Media Materials:		250
		$585

III-G

CALENDAR OF INSTRUCTOR ACTIVITIES

(Approximate Dates)

October - December	Participate with coordinator in at least one advisory committee meeting to describe project and to initiate site selection, and otherwise gain industry support.
March 1 - May 30	Develop work stations and establish work and/or observation relationships and agreements in cooperation with coordinator. Develop a needs list and plan for gathering materials: e.g. photographs, charts and tables, etc.
June - August	Work/observe at industry site, approximately 20 days. (Please schedule and request desired AV equipment, specifically cameras, well in advance.)
August 4 - 15	Develop/modify curriculum and related AV support material. (10 days @ 6 hours/day)
August 4 - 29	College graphic artist will be available to produce graphics, slide sets, filmstrips, transparencies, etc.
September - November (depending upon meetings)	Presentation of new/revised curriculum and AV support to advisory committee for review and comment.

SECTION FOUR

OBTAIN COMMITMENT FROM COMPANY(S) FOR WORK/OBSERVATION SITE

A. General Discussion

A natural first step when seeking work/observation sites is to utilize members of the vocational advisory committee. Advisory committee members are invariably already committed to providing input to vocational educators, in order to maintain that program's relevance to the industrial community. Also, when the work/observation upgrade project is provisionally explained to the committee, its members are in an excellent position to suggest improvements to the project and to provide names for possible work/observation sites. Individual members may volunteer to provide one of the sites themselves.

The first advisory committee meeting pertaining to the work/observation upgrade project should occur in the fall--well before the actual time of work/observation. This will provide the project coordinator and cooperating instructor with adequate time to follow up leads, to seek out additional sites, if necessary, and to obtain formal company commitment. Item IV-B (page 25) is a sample advisory committee agenda for this preliminary meeting.

Sometimes company managers need some convincing that the work/observation is worth their time and effort. There are definite benefits which industry, in general, and participating companies in particular, receive from participating in a work/observation project and it is sometimes

necessary to point them out to company managers. Item IV-C (page 26) is a list of benefits which companies can receive from their participation in the project. The list is meant to be open-ended and project participants should be urged to add to the list.

Sometimes the participating instructor needs to search out prospective work/observation sites. Sometimes a choice must be made between two prospective sites. The participating instructor should be expected to make these selections, based on his/her perceived specific upgrade needs. Item IV-D (page 27) is a checklist which can be used by the instructor to rate or evaluate the industry site prospects which are visited.

Once the instructor has determined the company sites preferred for the work/observation experience (and probably initiated preliminary discussion of arrangements with the company president or manager), a letter should be sent to that company by the project coordinator establishing a formal link among the District, the company, and the instructor. Item IV-E (page 28) is an example of such a letter.

The work/observation experience for instructors is somewhat comparable to cooperative work experience for vocational students which usually requires a three way written agreement signed by the student, the worksite supervisor and the college cooperative coordinator. Similarly, because the work/observation experience requires considerable fiscal, calendar and performance commitments by each of the three participants (district, instructor, company), a three way written commitment should be made for the instructor upgrade experience. This can be accomplished by a letter similar to Item IV-F (page 29) and an attached agreement similar to Item IV-G (pages 30, 31).

Several important financial details must be confirmed. Is the experience going to be paid or unpaid? If paid, the instructor's industry salary needs to be known in order for the district to be able to calculate any district supplementary salary to be paid the instructor. In some cases, the instructor will plan to rotate among companies weekly or with even greater frequency. In this situation, the instructor will probably be a district paid observer and the company will need to be assured of district coverage of the instructor for workman's compensation insurance.

Other details of the agreement are indicated in the sample provided. Ultimately, the details of the document should be mutually agreed upon and confirmed with the signatures of the company, district representative, and the participating instructor. It should be noted that this type of experience can vary considerably in total time, number of companies visited, length of time spent at each company, and the specific experiential activities engaged in at each company. For example, one participant in the State project spent one week at a company trade school as a part of his/her period of site participation. Another participant contracted for a two week work observation period and for one week of curriculum development during a December-January semester break.

Participating instructors and other nonparticipants contacted at SJCCD tended to indicate a preference to participate as a district paid observer. This arrangement eliminates union objections where that is an issue. Also, if the time to be spent at each site is less than two weeks, it might be difficult to arrange for a company paid work slot; and the paid observer role can be substituted. Furthermore, while in this observer role, the instructor might very likely have more time to acquire detailed familiarity with the total work of the shop.

IV-B

ADVISORY COMMITTEE AGENDA

FOR THE

WORK/OBSERVATION EXPERIENCE

1. Welcome and Introductions

2. Purpose of the Work/Observation Experience Project

3. Benefits to Industry/Company from Participation in the Project

4. School/Instructor Expectations of Prospective Participating Sites

5. Suggestions for Possible Sites for Instructor

6. Committee Member as Possible Site Participant

7. Discussion of Possible Problems (Unions, etc.)

8. Other

IV-C

EDUCATOR INPUT & COMPANY BENEFITS

FROM THE

WORK/OBSERVATION EXPERIENCE

- Instructor is more sensitized to knowledge and skills needed for local employment.
- Vocational curriculum will reflect current industry levels.
- Coop student referrals are apt to increase.
- Screened, qualified program graduates with specific related skills will be referred to company.
- Instructor may be able to help provide company's general training needs in that occupation.
- Opportunity to provide input to college program content.

IV-D

PROSPECTIVE SITE EVALUATION FORM

Educator _____

Name & Address of Firm _____

Persons Contacted _____ Tel. No. _____

Approved _____ Disapproved _____

Reason _____

ITEMS TO BE CHECKED

- Is the firm able to provide the training and experiences needed to develop the desired skills and competencies?_____
- Will the firm provide an opportunity for the educator to practice the desired new skills and competencies?_____
- Is a work station available for the educator? _____
- Does the firm have the proper equipment needed for practice?_____
- Does the educator have to provide any special tools? _____
- Will the firm provide proper supervision? _____
- Are the duties and tasks to be completed during work visit satisfactory to the firm?_____
- To what extent are company job products to be considered confidential? _____
- Name of prospective supervisor? _____
- What will working or observation hours be? _____. Will educator be employed? _____
- If educator is to be employed, will salary be at apprentice or journey level? _____
- If the company has a union, have all possible union concerns been discussed and resolved? _____
- Are there any special working arrangements and conditions to be considered? _____

IV-E

SAMPLE LETTER TO PROSPECTIVE BUSINESS/INDUSTRY WORK OR OBSERVATION SITES

Dear :

The office of (department and college) has begun a vocational upgrade project which will involve faculty from the trade and technical fields. This letter is being sent to you because you represent a field in which one of our instructors desires a special work assignment. If you have not been introduced to this program, the enclosed abstract will help to familiarize you with it.

We have identified interested and committed instructors in (name the occupational programs). We would like to meet with you at your earliest convenience to explore the possibility of one of our faculty receiving experience at your firm by working and/or observing new skills and techniques that would be helpful in updating curriculum content.

We will contact your office within ten days to further explain the benefits and operation of the project.

Sincerely,

Assistant Dean, Occupational Education
and Coordinator
Trade Tech Instructor Upgrade Project

Enclosure

C.S.C. 7/81

IV-F

SAMPLE LETTER TO PARTICIPATING BUSINESS/INDUSTRY OBSERVATION SITES

Dear :

We appreciate your willingness to be a participant in our Trade-Tech Teacher Summer Upgrade Program. We are very enthused about this program and your participation will help make it a productive and enriching one. Attached is an agreement which gives the details of the arrangement as negotiated with you by the participating instructor (name). Please note that the participating instructor will be an employee of the _____ Community College District. The District will provide the participant with Workers' Compensation coverage during this visitation period. Please confirm your commitment to this worthy project by signing the agreement and return a copy to me.

Thank you.

Sincerely,

Assistant Dean, Occupational Education
and Project Coordinator

Enclosure

COMMUNITY COLLEGE DISTRICT -

INSTRUCTOR-COMPANY UPGRADE AGREEMENT

Preamble:

(College name), through its Office of Instruction, is undertaking a teacher upgrade program for vocational education instructors in business and industry settings. We believe that an upgrade of instructors--in a carefully planned and structured program--will improve communications, enrich educational personnel and strengthen the learning process for industry's present and future employees.

AGREEMENT

Sponsor: The company, agency, or institution, hereafter called Sponsor, shall provide opportunity for temporary employment and/or upgrade learning under supervision as specified on page 2.

Instructor: The instructor shall perform the work assignment on the job as a professional, devoting full time to the duties, according to the policies and regulations of the Sponsor and the requirements of the upgrade experience. The instructor will assume the duties assigned as per the attachment, Instructor Upgrade Work Agreement.

College: The College shall coordinate the learning experiences of the instructor with the project opportunities provided by the Sponsor. The College, in cooperation with the instructor and the Sponsor, will help develop the program assignment. It shall also maintain an ongoing project evaluation through visits, reports and consultation with the instructor and supervisor(s) in order to be continually alert to changes or needs that will insure the maximum effectiveness of the program and its learning process.

Salary: Instructor will seek to negotiate an appropriate minimum salary with Sponsor which will recognize both (1) the instructor's experience and background and (2) the status of the work assignment as a learning experience. The College shall be kept informed of the provisions of such compensation, if any.

_____

_____

Summary: It is further understood and agreed that many details, which are inherent to a program of occupational educator staff development, cannot be entirely foreseen. Each party, in cooperation with the other parties, will give their best efforts in review and make decisions to afford the best method of handling these details as they arise.

For the Sponsor/s/_____

Date _____ Title _____

Instructor/s/ _____

Date _____ Discipline _____

For the College/s/ _____

Date _____ Title _____

_____ COMMUNITY COLLEGE DISTRICT

INSTRUCTOR/COMPANY UPGRADE WORK AGREEMENT (CONTINUED)

Instructor:

Instructor's Name _____ Social Security No. _____

Instructor's Address _____ Zip _____

Instructor's Home Phone _____

In Emergency, notify _____ Phone _____

Teaching Field _____ No. Years _____

Teaching and Employment Related to Present Instructional Field

Location	Description	Dates
_____	_____	_____
_____	_____	_____

New Work Skills and Competencies Desired by Instructor:

_____

_____

_____

Sponsor-Employer:

Firm Name _____

Firm Address _____ Zip _____

Firm Contact _____ Phone _____

Supervisor or Instructor _____

Work and Learning Opportunities Available in Firm:

_____

_____

Work/Learning Experience will start (dates) _____ and end _____

Hours per day:____ paid by firm?____ Workers' Compensation issue resolved?_____

Will instructor remain on college payroll? _____

G.S.O. 7/81

SECTION FIVE

THE WORK/OBSERVATION EXPERIENCE

A. General Discussion

There are two major financial options to the summer update experience for instructors. In the first option the instructor is hired as an employee by one or more companies during the duration of the work/observation phase of the project. District VEA Subpart 3 funds would supplement the instructor's company salary only if that salary were less than that which the instructor could earn if teaching summer school. In addition, the district support project would fully reimburse the instructor for the two weeks of curriculum development.

There are several advantages to this option. Obviously the total drain on the district's special VEA allocation would be relatively small. Also, the instructor would be directly engaged in hands-on work.

One disadvantage of this option is that the instructor would have less flexibility on the job and in moving from one company to another. Also, union shops may object to the activity if the instructor is not a paid union member.

In the second financial option, the instructor is paid by the district (from VEA Subpart 3 funds) to visit company sites as an observer. First, the instructor can more readily shift from one company to another. And, second, the instructor can observe a greater variety of tasks at a single job site.

One disadvantage is the relatively high drain on VEA special funds. Another is the possible lack of hands—on experience for the instructor.

The project coordinator should obtain a fairly detailed schedule of activities from the participating instructor. This schedule should include (a) a calendar giving dates of the work/observation experience, (b) the anticipated hours and times per day, if the schedule involves less than eight hour work days, and (c) the specific work activities to be undertaken at each work/observation site. Most of this data will be recorded on the three-way agreement already discussed in Section Four-A and illustrated by Item IV-G (pages 30,31).

In order to stimulate the instructor to maximize the time spent at each work site, it may be useful to provide a checklist of observation activities which the instructor should conduct in addition to actual work. These range from developing a list of tools and special equipment used on a specific job to interviewing the shop manager to obtain his/her input regarding specific problems which might be encountered on the specific task. Item V-B (page 35) is a partial list of such activities. Item V-C (page 36) is simply a work-sheet version of the list of activities which might conveniently be used by the participating instructor.

Toward the end of any particular work/observation experience, the project coordiantor should attempt to visit the site. He/she should spend a few minutes each with the participating instructor and with the appropriate company representative and obtain input about the experience. Particularly

successful processes should be recorded, as well as those which could have gone more smoothly. In this way, the total work/observation experience can itself be improved for future participants--both instructors, companies and local education agencies. Item V-D (page 38) is a sample assessment form which could be used by the project coordinator.

Item V-E (page 39) is a sample thank you letter which can be sent to participating companies.

V-B

ACTIVITIES FOR EDUCATORS IN WORKSITE UPGRADE ASSIGNMENTS

Did you:	Yes	No
- Describe work being done (e.g. repair alternator)?		
- List job specifications and tolerances?		
- Determine approximate time (industry standard) to complete the specific job assignment?		
- List manual and references used?		
- Describe level of basic reading and mathematics required for the job assignment?		
- List knowledge/theory required for job assignment?		
- List specific skills and tasks which are required for the job assignment?		
- List and describe the tools and any special equipment required for completion of job assignment?		
- List and describe problems which might be encountered while working on job assignment (interview or obtain input from other employees if possible)?		
- Obtain input/comments from supervisor/foreman about company concerns/expectations, possible job problems, etc.?		

YOU SHOULD ANSWER YES TO ALL THE STATEMENT ABOVE AND SHOULD HAVE WRITTEN NOTES PERTAINING TO EACH STATEMENT IN ORDER TO MAXIMIZE THE VALUE OF THE WORKSITE EXPERIENCE.

V-C

INSTRUCTOR TASK AND SKILL ASSESSMENT

Instructor _____ Date _____

Company Setting _____

TASK AND SKILL SELF-ASSESSMENT IN _____

INSTRUCTOR OBJECTIVE:

- Learn a new job practice; develop a new teaching module
- Relate work requirements with teaching content, revise and modify existing teaching modules
- Acquire and develop audio visual support materials for new or existing teaching module
- Description of Work and Work Setting (e.g. Design solar unit), incl. job specs and tolerances:

_____

_____

_____

_____

Approximate number of hours spent on job _____

Manuals and References used:

1

2

3

4

Specific knowledge required for job assignment:

1

2

3

4

5

Tasks and skills required/learned for job assignment	Level of Competency Achieved		
	Minimum	Average	High
1			
2			
3			
4			
5			

Tools and special equipment required:

1

2

3

4

5

6

Common Problems encountered during work on assignment:

1

2

3

4

5

6

Supervisor/Foreman input and comments:

V-D

PROJECT COORDINATOR'S SITE VISIT REPORT

Educator's Name _____ Assignment _____

Institution _____ Address _____

Supervisor _____ Title _____

	Yes	No	Don't Know
1. Is the educator given the occupational and observation desired?			
2. Is the educator aware of the skills and abilities needed for the occupations being observed?			

3. Educator's opinion of his/her experience. (strengths and weaknesses)

_____

_____

_____

4. Site supervisor's opinion of educator's experience. (strengths and weaknesses)

_____

_____

_____

	Yes	No	Don't Know
5. Is the supervisor satisfied with the experience?			
6. Is the educator succeeding in his/her objectives?			
7. Does the educator offer constructive ideas to the worksite supervisor?			
8. Does the educator understand the duties of the worksite supervisor and co-workers?			
9. Is the educator positive toward the work/observation process?			
10. Does the educator readily accept suggestions from others?			
11. Does the educator exercise initiative to learn more than the minimum objectives?			
12. Is the educator punctual in attendance on the job?			

V-E

THANK-YOU LETTER TO INDUSTRY PARTICIPANTS

Dear :

We want to express our appreciation for the participation of you and your company in our recently completed instructor work/observation upgrade project. Our participating instructor, (Name), has told us of the helpful experiences and positive inputs which he received while at your company.

We believe that this has been an extremely valuable and useful experience. It would not have been possible to successfully accomplish this project without your close support and cooperation.

We at (Name of College) wish to express our sincere thanks for your involvement in our upgrade project.

Yours very truly,

Assistant Dean, Occupational Education
and Project Director

cc: Instructor

SECTION SIX

CURRICULUM MODIFICATION & IMPROVEMENT

A. General Discussion

As indicated in the first section of this handbook, one of the objectives of this instructor upgrade process is to help the instructor improve his/her instruction. This can be achieved in a variety of ways, and is limited primarily by the instructor's teaching experience and imagination. The activities can range from an extensive revision of a course outline and course content to the adoption of curriculum into a self-study module for students. A list of suggested activites are given in Item VI-B (page 42) to stimulate the creative imagination of participating instructors.

Note: There are Federal restrictions on the utilization of VEA funds for the strict development of curriculum. However, a paid inservice effort of the type discussed in this handbook should result in an extensive "report" by the participating instructor. This report can include samples of materials "required" or "modified".

In order to provide the instructor with adequate and appropriate support in the curriculum improvement effort, a project commitment should be made to provide media supplies and the time of a graphic artist. It may be possible to obtain "free" district support (in time and materials) if there is a district graphic arts department. However, some project funds may need to be budgeted for these two items if AV development is very extensive. The experience gained from the State project suggests that between $300 to $500 is an adequate total budget, depending on the nature and extent of the curriculum improvement. As indicated earlier, a satisfactory rule of thumb to determine the volume of the modification

product is to expect the development of material for one hour of lecture/laboratory/student work for each hour of development time. Two weeks (60 hours) of curriculum development/modification should result in AV materials, student projects, etc. to support 60 hours of course instruction.

Upon completion of the materials, an advisory committee meeting should be called. The meeting should include regular committee members as well as those representatives of companies who were involved in the instructor's work/observation experience. The instructor can display the result of the total work/observation effort, and obtain final input and assessment from the members.

VI-B

SUGGESTED ACTIVITIES

FOR

CURRICULUM MODIFICATION/DEVELOPMENT

- Substantially expand course outlines to provide increased direction detail for part-time instructors.
- Complete an instructor's manual.
- Acquire a Reference List of Terms and Definitions.
- Acquire new Quiz and Test questions.
- Adapt industry items into AV support materials and student handouts, schematics, components, diagrams, samples.
- Provide usable samples of industry specifications, Reference Tables, commercial data sheets.
- Design current industry-related student projects and assignments for live laboratory exercises.
- Modify industry-oriented work orders into laboratory usable items.

SECTION SEVEN

SUGGESTED ADDITIONAL READING

The following two references provide additional ideas and concepts related to updating and upgrading occupational instructors. In particular, Reference A suggests and discusses several additional ways in which instructor upgrade experiences can be developed.

A. Business Industry - Labor Linkages, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, June 1977.

A series of Handbooks for Improving Personnel Development Programs.

1. Staff Development: Creating a staff development plan for business, industry, and labor involvement.
2. Advisory Committee: Utilizing business, industry, labor advisory committees.
3. Cooperative Internships: Establishing cooperative internship programs involving business, industry, and labor.
4. Personnel Exchange Program: Establishing personnel exchange programs involving business, industry, and labor.
5. Workshops: Involving business, industry, and labor through workshop programs.
6. Site Visits: Conducting business, industry and labor site visits.
7. Resource Persons: Involving resource persons from business, industry, and labor.
8. Program Support: Securing program support for business, industry, and labor involvement.

B. Handbook for Developing Competency Based Curricula for New & Emerging Occupations, Community College Chancellor's Office and the State Department of Education, June 1980.